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AUTHOR	Pollock, John S.
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ABSTRACT

A study examined the effectiveness of the Chapter 1 Early Literacy Summer School program. The program provided additional reading instruction to underachieving first-grade pupils at five schools located throughout the Columbus, Ohio public school district. The program featured group instruction (with many of the activities modelled after the Reading Recovery program) for 3.25 hours daily in 10 classrooms for 15 to 18 pupils each over a period of one month. Of the 162 pupils served, 108 met the attendance criterion for inclusion in the treatment group. Results indicated that: of the 108 treatment group pupils, 85 (78.7%) reached level 8 during Scott Foresman text reading level testing; and all of the parents were actually involved in the program. Teachers judged that of all pupils served, 137 (84.6%) showed improvements, including 54 pupils (33.3%) who showed much improvement. Of the 108 treatment group pupils, 106 (98.1%) were judged as showing improvement, with 46 (42.6%) showing much improvement. (A calendar worksheet for computing days of pupil service, a parent involvement log, and the pupil data sheet are attached.) (RS)

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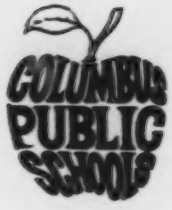
ELEMENTARY AND SECONDARY EDUCATION ACT - CHAPTER 1

FINAL EVALUATION REPORT
CHAPTER 1 EARLY LITERACY
SUMMER SCHOOL

1992



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Written by:
John S. Pollock
Professional Specialist

Under the Supervision of:
E. Jane Williams, Ph. D.

Columbus (Ohio) Public Schools
Department of Program Evaluation
Gary Thompson, Ph. D., Director

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Final Evaluation Report
Chapter 1 Early Literacy
Summer School

August 1992

Program Description

The purpose of the ESEA Chapter 1 Early Literacy Summer School program was to provide intervention to underachieving first-grade pupils who were below average in reading ability. To accomplish this purpose the program featured group instruction for first-grade pupils for 3.25 hours daily, five days a week, beginning June 17, 1992 and continuing through July 17, 1992. This provided for 21 days of instruction (one day being cancelled because of weather-related conditions). The group instruction was designed to provide a more comprehensive assessment of a pupil's development of reading and writing strategies than might be achieved during regular classroom instruction. Many of the activities developed during Early Literacy Summer School instruction were based on activities established in the Reading Recovery program, a program of intensive one-on-one instruction for underachieving at-risk first-grade pupils.

Five schools located throughout the district were chosen as sites for the Early Literacy Summer School program, including Douglas, Leawood, Linden Park, Moler, and West Broad Elementaries. Each site consisted of two classes of 15-18 pupils, taught by either a trained Reading Recovery teacher or a regular classroom teacher knowledgeable of Reading Recovery techniques. The program teachers received assistance from a program coordinator who provided instructional support. Daily lessons included the teacher reading to pupils, shared reading/writing activities, guided reading/writing activities, and independent reading/writing activities. The focus of all components of the lessons was to assist the pupils in developing independent reading strategies.

In addition to the classroom reading instruction, the program also featured a parent component. The parent/guardian of each program pupil were asked to attend three inservice sessions at the site where their child attended the program. These inservices were conducted by two trained Reading Recovery teachers and focused on ways parents/guardians could support their child's literacy acquisition at home.

To be eligible for the program, pupils must have met the following criteria:

1. The pupil's classroom teacher must have rated the pupil as below average in reading ability.

2. The pupil must have scored below the 37th percentile in total reading on the spring 1992 MAT6 standardized test.

3. Parents must have agreed to arrange for daily transportation to and from one of the program sites.

4. Parents must have agreed to attend three parent meetings.

Evaluation Design

Two desired outcomes were used to evaluate the program. Analyses involved three major areas of the program: pupil census information, pupil text reading level, and parent involvement information.

Desired Outcome 1

At least 50 percent of the grade 1 pupils in the treatment group will reach an appropriate text reading level for promotion to grade 2. The appropriate Scott Foresman text reading level for the end of grade 1 is successful completion of reading level 8 (3rd preprimer).

Desired Outcome 2

Parents of at least 75 percent of Chapter 1 pupils in the treatment group will participate by visiting in the classroom, volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences during the summer school program. Records of parent contacts and activities will be maintained by program teachers and parent coordinators.

To be included in the treatment group for Desired Outcomes 1 and 2, pupils must have attended the program 80 percent of the 21 scheduled days of program service, which was 16.8 days of attendance. The evaluation design provided for the collection of data in the following two areas of operation for the overall program.

1. Calendar Worksheet/Parent Involvement Log was used to record pupil service information and parent involvement data (see pp. 7-8, Appendix A).

2. Pupil Data Sheet was used by program teachers to record enrollment/attendance data, parent involvement, English-speaking ability, progress made, and text reading level achievement for each pupil served (see p. 10, Appendix B).

Major Findings

Pupil Census Information

During the Early Literacy Summer School program, a total of 162 pupils were served. The average number of hours of instruction per pupil per day was 3.25 hours. The average days scheduled (enrollment) was 20.4 days per pupil and the average days served (attendance) was 16.2 days per pupil. Enrollment and attendance data were used to determine whether a pupil was included in the treatment group for program analyses. Of the 162 pupils served, 108 (66.7%) pupils attended the program the necessary 80 percent of the instructional period and were included in the treatment group. These 108 treatment group pupils averaged 20.7 days of scheduled attendance and 19.2 days of service. Pupil census information obtained from program teachers (Pupil Data Sheet, Appendix B, p. 10) also indicated that all 162 pupils served were English-speaking.

Pupil Achievement Data

Desired Outcome 1 stated that at least 50 percent of the treatment group pupils would reach Scott Foresman text reading level 8 (level appropriate for promotion to grade 2). Of the 108 pupils in the treatment group, 85 (78.7%) reached level 8, indicating that the desired outcome was met.

Program teachers' judgments of individual pupil progress were collected from teachers via the Pupil Data Sheet (Appendix B, p. 10) at the end of the summer school program. Teachers rated individual pupil progress as much, some, or none. Of the 162 pupils served in the program, teacher judgments indicated that 137 (84.6%) showed improvement. More specifically, 54 pupils (33.3%) showed much improvement; 83 pupils (51.2%) showed some improvement; and 25 pupils (15.4%) were judged as making no improvement. Of the 108 treatment group pupils, 106 (98.1%) showed improvement according to teacher

judgments. More specially, 46 pupils (42.6%) showed much improvement; 60 pupils (55.6%) showed some improvement; and only 2 pupils (1.9%) were judged as making no improvement.

Parent Involvement Data

Desired Outcome 2 stated that parents of at least 75 percent of program pupils who attended the program at least 80 percent of the instructional period would participate by visiting in the classroom, volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences during the summer school program. Records of parent contacts and activities were maintained by program teacher and parent coordinators using the Parent Involvement Log (Appendix A, p. 8), documenting the date of parent contact, the type of activity, which parents or guardians participated, and the time spent on each activity. Data summarized by program teachers on the Pupil Data Sheet at the end of the program indicated that the desired outcome was met, with parent(s) of all 108 treatment group pupils participating in the program.

Table 1 displays parent involvement data collected by program teachers and parent coordinators on the Parent Involvement Log for each of the 162 total pupils served in the program and also the 108 pupils included in the treatment group. The data shown in Table 1 indicate that a total of 973.2 hours of parent involvement occurred during the summer school program when taking into consideration all pupils served. Almost four-fifths (79.6%) of the time spent in parent involvement was with the required parent meetings conducted by the two parent coordinators (774.7 hours). No parents were visited in the home by program teachers or the parent coordinators during the summer school program. For the parents of the 108 pupils included in the treatment group, the data shown in Table 1 indicate that a total of 788.4 hours of parent involvement occurred during the summer school program. As with total pupils served, approximately four-fifths (80.1%) of the time spent in parent involvement was with the required parent meetings conducted by the two parent coordinators (631.5 hours) and no parents were visited in the home. It should be noted that while treatment group pupils made up only 66.7% of pupils served, their parents contributed 81.0% of the time toward total hours of parent involvement.

Summary/Recommendations

The Early Literacy program provided additional reading instruction to underachieving first-grade pupils at five program sites. The program featured group instruction for 3.25 hours daily in 10 classrooms for 15-18 pupils each. The program began on June 17, 1992 and continued through July 17, 1992, providing for 21 days of instruction. To meet the attendance criterion (80%) for inclusion in the treatment group for Desired Outcomes 1 and 2, pupils must have attended 16.8 days.

A total of 162 pupils were served, with average days scheduled being 20.4 days and average days served being 16.2 days per pupil. Of the 162 pupils served, 108 (66.7%) met the attendance criterion (80%) for inclusion in the treatment group for Desired Outcomes 1 and 2. Treatment group pupils averaged 20.7 days of scheduled attendance and 19.2 days of service. All 162 pupils served were English-speaking.

Both desired outcomes established for the program were met. Of the 108 treatment group pupils, 85 (78.7%) reached level 8 during Scott Foresman text reading level testing. The desired outcome was 50%. The desired outcome for parent involvement was 75% of the parents of treatment group pupils involved with the program, with 100.0% of parents actually being involved with the program. A total of 973.2 hours of parent involvement was documented for the 162 pupils served, with 788.4 hours (81.0% of total hours) being attributed to treatment group pupils.

Table 1
Number of Parents Involved and Total Parent Hours
Reported for Parent Involvement Activities for
Early Literacy Summer School
1992

Program Activities	Total Pupils Served	Treatment Group Pupils
1. Parent Meetings		
Number of Parents	173	135
Total Parent Hours	774.7	631.5
2. Individual Conferences		
Number of Parents	120	83
Total Parent Hours	61.4	43.1
3. Parent Classroom Visits		
Number of Parents	146	115
Total Parent Hours	137.1	110.8
4. Visits by Teacher to Parents' Homes		
Number of Parents	0.0	0.0
Total Parent Hours	0.0	0.0
Total Parents Contacted[a]	439	333
Total Parent Hours	973.2	788.4

[a]Total Parents Contacted is based on a duplicated count of parents contacted. The actual number of individual parents contacted would be less than the total, as the same parent may be included under each program activity.

Teachers judged that of all pupils served, 137 (84.6%) showed improvement, including 54 pupils (33.3%) who showed much improvement. Of the 108 treatment group pupils, 106 (98.1%) were judged as showing improvement, with 46 (42.6%) showing much improvement.

Based on the evaluation results, it is recommended that the Early Literacy Summer School program be offered again during the summer of 1993. With that in mind, the following recommendations are presented:

1. Every effort should be made to continue the inservice sessions for parents. Parent support for literacy acquisition and understanding how to assist their children in becoming more literate is essential to the academic achievement of young children.

2. Because the parent inservices were such a positive component of the summer school program, exploration should take place to determine whether similar parent inservices should become part of the regular school year compensatory education programs.

3. With the great need that exists for providing literacy intervention for at-risk young children, funding should be sought to expand the program to more sites to serve more children.

Appendix A

* CALENDAR WORKSHEET FOR COMPUTING DAYS OF PUPIL SERVICE *

Chapter 1
Summer School
1992

Student's Legal Name _____
Last, First

Teacher Name _____

Program Code _ _ _ _ _ _

Student's Birthdate _ _ _ _ _ _
M M D D Y Y

School _____

Student Number _ _ _ _ _ _ _

Grade Level _ _

School Code _ _ _

Race Code _____ (1-5)

Sex _____ (M or F)

	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	TOTALS Schdl. (1,2)	TOTALS Served (2)
June 15 - July 10	N	N	17	18	19	22	23	24	25	26	29	30	1	2	H	6	7	8	9	10		
(Max. schdl. days=17)	0	0													0							
July 13 - July 17	13	14	15	16	17	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N		
(Max. schdl. days=05)						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
															TOTALS						Scheduled	Served

RACE CODES:

1 = Non Minority
2 = Black
3 = Spanish Surname
4 = Asian American
5 = American Indian

SERVICE CODES

0 = Pupil Not Scheduled (Teacher Illness, Personal Day, etc.)
1 = Pupil Scheduled and Not Served (Absent from School/Class)
2 = Pupil Served (Pupil Present)

10

Chapter 1 Summer School
Parent Involvement Log
1991-92

Program Code	Name of Pupil	Grade

Parent Name	Address	Phone Number

THE COLLECTION OF PARENT INVOLVEMENT DATA IS REQUIRED BY CHAPTER 1.

Please check if the following activity occurred for this pupil anytime during the program.

☐ Parent read to child or child read to parent

DIRECTIONS: Please indicate in the fields below the activity, name of parent/guardian, and the hours they were involved in the Chapter 1 project. ROUND HOURS TO THE NEAREST TENTH. Obviously, you may keep expanded notes about activities somewhere else.

Date MMDDYY	Activity* (1-5)	Attendee(s) Parent/Guardian	Hours 00.0
			__.__
			__.__
			__.__
			__.__
			__.__
			__.__
			__.__
			__.__
			__.__
			__.__
			__.__
			__.__
			__.__
			__.__

*Kinds of Parent Involvement to record for the column labeled Activity

Weekly
(1) Parent meeting
(2) Individual conferences (telephone conferences included)
(3) Parental classroom visits
(4) Home visits

Appendix B

COLUMBUS PUBLIC SCHOOLS COMPENSATORY EDUCATION
CHAPTER 1 SUMMER SCHOOL
PUPIL DATA SHEET

SCHOOL CODE [ ][ ][ ] PROGRAM CODE [ ][ ][ ][ ][ ] SSN [ ][ ][ ][ ][ ][ ][ ][ ][ ]

School Name _____ Program Name Ch 1 Summer School Teacher Name _____

1. Student: Last Name [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ] First Name [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ] M.I. [ ]

2. STUDENT NO [ ][ ][ ][ ][ ][ ] GRADE [0][1] BIRTHDATE [ ][ ][ ][ ][ ][ ] (m m d d y y)

3. Is This Pupil English Speaking: NO YES

4. Pupil Progress: None Some Much

5. Hours Per Day of Instruction 3.25

6. Parent Reads to Child or Child Reads to Parent NO YES

For numbers 7-10, fill in the number of pupil's parents involved in each activity during the summer and cumulative hours of contact.

		No. of Parents	No. of Hours
7.	Parent Meetings	[ ]	[ ][ ][ ].[ ]
8.	Individual Conferences	[ ]	[ ][ ][ ].[ ]
9.	Classroom Visits	[ ]	[ ][ ][ ].[ ]
10.	Home Visits	[ ]	[ ][ ][ ].[ ]

11. Number of Days Service Scheduled (Carefully Read Instructions) [ ][ ]

12. Number of Days Service Received (Carefully Read Instructions) [ ][ ]

13. Achieved TRL 8 NO YES